

SEND Annual Report

1. How do we monitor your child's support against the progress they are making?

Your child's support is continually monitored by their teachers and formally reviewed each term by a member of the SEND Team. All staff working with the child will feed into the discussions around the range of provisions and support your child may need. It is important that any provision put in place to support your child has the desired impact. If your child is being given any additional support, they will be placed on a list, and observations will be carried out to ensure we tailor support to their specific needs. Measures will be put in place which will include the following: agreed outcomes, type and frequency of provision, adults involved, review date and whether outcomes have been met. Following a period of observation and information gathering your child may be placed onto the SEND register. All students receiving support will have a pupil passport to help staff identify how best to support the child's progress. The academy uses the Assess, Plan, Do and Review graduated approach as outlined in the SEND Code of Practice 2015. This means that your child is constantly kept under review and if they are not making progress through a particular provision or support, staff can consider alternative approaches. You will be kept informed of your child's progress in a variety of ways that may include termly meetings, phone calls, informal discussions, parent evenings and consultation meetings. If your child has an Education and Health Care Plan, their progress will be reviewed as above and in addition to this also formally reviewed at an annual review where all adults involved with the child's education are invited to attend or submit reports.

2. How is extra support allocated to children at Castle View Academy? The Local Authority sets the annual SEND budget for the academy based on the number of students requiring support. The Principal, in consultation with the LGB, decides on the budget for Special Educational Needs and Disabilities on the basis of needs in the academy. The Principal and SENCo discuss all the information they have about SEND in the academy, including:

- The children getting extra support already
- The children needing extra support
 - The children who have been identified as not making as much progress as would be expected and then decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as needed.

3. How will the academy let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the academy will set up a meeting to discuss this with you in more detail and to:

- Plan next steps and learning outcomes for your child

- Discuss any further assessments or referrals that might take place in the academy or with outside professionals to support your child's learning
- Listen to any concerns you may have.

4. Who should I talk to if I am worried about my child's progress and I think my child may have special educational needs?

If you are concerned about your child's progress, you should always speak to your child's form tutor, Head of Year or specific subject teacher in the first instance. Your child's teachers are responsible for monitoring your child's learning and ensuring they make the best progress they can. If you continue to have concerns that your child has an unmet special educational need, you should speak to the appropriate learning coach or the SENCo directly.

5. How are the teachers in academy supported to work with children with SEND and what training do they have?

- The SEND and Inclusion Team are available to support in planning for children with SEND
- Teaching staff and support staff attend training courses both internally or delivered by external partners to support children in their class and adapt their teaching to meet the needs of all.
- Support staff are observed by academy leaders during lessons and given feedback to improve their practice
- Support staff have termly performance management meetings with their line managers to discuss and identify future training needs.

6. Who are the people my child will be working with if they have been identified as having SEND?

Along with their teachers, your child may work with one or more of the following people:

Internal Provisions- Learning Coaches, Learning Support Assistants, ELSAs and Learning Mentors

External Provisions – Educational Psychologist, Multi-Agency Behaviour Service (MABS), Advisory Teachers, Inclusion Outreach Service, Occupational Therapists, Physiotherapists, Speech and Language Therapy (SALT) Specialists, Academy Nurse, Sensory Impairment Team, Child and Adolescent Mental Health Service, Paediatrics. We can also offer referrals to services such as Early Help and Prevention and Social Services to offer support to the whole family, to meet the needs of your child.

7. What parental support is available at Castle View Academy if my child has SEND needs?

We recognise that an open and supportive relationship between home and school is paramount for the success of your child. The SEND and Inclusion Team are always willing to discuss your child's progress or any concerns you may have. We openly encourage parents and carers to share information about what is working well both at home and at the academy so that consistent successful strategies can be used. The SEND and Inclusion Team are available to meet with you to discuss your child's progress or any worries you may have, the sooner we know about your concerns the sooner we can work together to try and remove barriers to learning. All information from outside professionals will be shared with you by the person involved directly, or where this is not possible, in a report or by the SENCo. We encourage you to share any reports or new information with us as soon as possible, being aware that not all reports are shared with school due to GDPR. A member of the Inclusion Team, usually the SENCo, will be available for Parent Evenings to discuss any concerns around the specific needs of your child.

8. How does the academy manage the administration of medicines?

The academy has a policy regarding the administration of medicines which can be found in our Supporting Students with Medical Needs Policy available here: [Supporting Pupils with Medical needs policy](#).

Academy staff are only able to administer medicines for which we have consent from parents and carers; these include any ongoing medical condition. Your child may need to have a Health Care Plan in place for any long-term medical conditions, and these are managed by our Medical Officer in school. As a staff, we have regular training and updates of medication and conditions affecting individual children and should any child need medical attention, we have trained first aiders who can complete an initial assessment and advise on next steps

9. How is Castle View Academy accessible to children with SEND?

Please refer to our Accessibility Strategy which can be found here: [Accessibility Policy 2025 26.pdf](#)

10. How will my child be able to contribute their views?

At Castle View Academy we value and celebrate each child being able to express their views on all aspects of academy life. Children are encouraged to attend meetings that are about them and their needs so they can advocate for themselves. We complete 'This is Me' documents with children to help them to communicate what is going well for them and where they may need additional support. Teaching and support staff will ask for verbal and/or written feedback throughout the year. Children's views on their learning are also gathered at the annual review of the EHCP. These views can be verbal, written or pictorial depending upon their needs.

11. How will my child be included in activities outside the classroom including academy trips?

All children at Castle View Academy are included in all parts of the academy curriculum and we aim for all children to be included on academy trips. We will provide the best support we can offer to ensure this happens. We carefully consider the staff that attend the trips with our young people for them to be fully supported and to ensure all students' needs are met and catered for. It is the responsibility of the trip leader

to carry out a risk assessment to ensure everyone's health and safety is considered and not compromised, where there are specific needs, this is carried out in conjunction with a member of the Inclusion Team. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will take place in the academy which will cover the same curriculum areas.

12. How are the academy's resources allocated to match the needs of SEND children?

We ensure that all children who have special educational needs or disabilities have their needs met to the best of the academy's ability with the funds that are available. We have an Inclusion Team who work alongside teaching staff to deliver programmes which aim to address learning needs both in the classroom and within smaller intervention programmes for a variety of subjects and pastoral areas. The budget is allocated on a need's basis. Children who have a high-level of needs and/or complex needs are given the most support. If there is an EHC Plan in place for a child, they are more than likely to have a Learning Support Assistant for a designated number of hours a week, if that is required.

13. What if I need to complain?

Firstly, we would always ask you to come into academy and talk to the SENCo or a member of the Inclusion Team. However, parents/carers have the below rights of redress, should the academy, governors or LA fail in its duty to provide sufficient care, or if the parent/carer disagrees with a decision or feels that there is discriminatory practice:

- The Academy's Complaints Policy is available here: [Complaints Policy 2025 26.pdf](#)
- The disagreement resolution service
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of an academy placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against academies or LAs)

Responsibility: SENCo

Reviewed: September 2025

Next Review: September 2026

